

**EIA-Funded Program Name:**

**\* Current Fiscal Year EIA Allocation to this EIA-Program:**

**\* Name of Person Completing Survey and to whom EOC members may request additional information:**

**\* Telephone number:**

**\* E-mail:**

**History of the program. Please mark the appropriate response (choose one):**This program:

Was an original initiative of the Education Improvement Act of 1984

Was created or implemented as part of the Education Accountability Act of 1998

Has been operational for less than five years

Was funded by last fiscal year by general or other funds.

Is a new program implemented for the first time in the current fiscal year

Other

**What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Provide complete citations from the SC Code of Laws including Title, Chapter, and Section numbers.**

The Arts Curricular Grants program is referenced in S.C. Code Ann. § 59-29-220 (2004).

**Code of Laws:(MAX. 100 characters)**

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**Proviso Number:(MAX: 100 characters)**

1A.25. SDE EIA: XI.A.1 Arts in Education.

**What South Carolina regulations govern the implementation of this program? Provide specific references to the South Carolina Code of Regulations?**

**Regulations:**

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**Do guidelines that have been approved by the State Board of Education, the Commission on higher Education or other governing board exist that govern the implementation of this program?**

Yes

No

**What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated and assessed.) (MAX 3500 characters)**

The purpose of the Arts Curricular Grant program is to provide funding to support quality educational programs in the arts. The funding should promote the development and implementation of appropriate curricula, instruction, and assessment based on the South Carolina Visual and Performing Arts Curriculum Standards. Proposals may address dance, music, theater, and visual art, or any combination of these arts areas.

These are three types of Arts Curricular Grants: strategic planning grants, three-year Distinguished Arts Program Grants, and special project grants. Grants will be awarded on the basis of a competitive review of applications.

All public schools and school districts in South Carolina are eligible to apply for the Distinguished Arts Program Grant. However, if a district submits a Distinguished Arts Program Grant proposal, no school in that district may submit one.

Allowed expenditures are limited to those identified in the approved application and include funding to

- plan, develop, and implement arts education curricula, instruction, and assessment;
- develop standards-based lessons and curriculum guides and purchase resources required to implement these lessons;
- hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission; and/or
- provide for teacher professional development programs for arts specialists or appropriate classroom teachers.

**In the prior fiscal year, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in question 7? What, if any, change in processes or activities are planned for the current fiscal year? (Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc. Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable Please include any professional development services provided.)(MAX: 5000 characters)**

Ninety-two Arts Curricula Grants were awarded to schools and districts for the 2007-08 school year. All Distinguished Arts Program Grant recipients FY2006 (including second-round grant recipients in schools and districts) participated in the South Carolina Arts Assessment Program for fourth grade students in the areas of music and the visuals arts.

Assessment activities in dance and theatre were piloted this year including a multiple choice test and performance tasks for entry level students in grades seven through eleven. Development of a middle level arts assessment for seventh grade music and visual arts began this year and will be piloted in spring 2008.

The South Carolina Department of Education sponsored twenty summer professional development arts institutes with a total of 537 teachers registering from 59 school districts.

The South Carolina Arts Assessment Program (SCAAP) was established in 2000, as a collaborative effort among the South Carolina State Department of Education (SDE), the University of South Carolina (USC), and South Carolina arts educators. The purpose of the SCAAP is to develop four separate arts assessment aligned to the South Carolina Visual and Performing Arts Curriculum Standards 2003. With the SCAAP assessments, arts educators and school district personnel can authentically measure their students' arts achievement and, as a result, objectively evaluate instructional methods to improve their students' arts achievement. Moreover, because the SCAAP assessments are based on the state-wide arts curriculum standards, the assessment has the potential to unify instructional objectives incorporated in art classrooms throughout the state and serve as a model for other states interested in measuring student achievement in the arts.

#### Current Development

Currently, SCAAP has six different assessments in various stages of development. All SCAAP assessments include a web-based multiple-choice section and two performance tasks. The fourth grade music and visual arts assessments, which have been fully implemented since 2004, are administered to schools that receive Distinguished Arts Program (DAP) grants. In 2006, approximately 5,000 students from more than 80 schools participated in the fourth grade assessments. Dance and theatre assessments for entry level students were field tested in 2005 and pilot-tested in 2007. Also in 2007, the SCAAP began development of web-based music and visual arts assessments for seventh grade students.

#### Research

Because SCAAP is the only web-based and fully-implemented music and visual arts assessment system in the country, South Carolina arts educators and researchers have the unique opportunity to use SCAAP data to better understand the relationship between students' arts and non-arts achievement. SCAAP researchers examined the relationship between students' PACT and SCAAP scores and found a high correlation between PACT scores and SCAAP multiple-choice scores (.74 to .85) but a low correlation between PACT scores and SCAAP performance tasks scores (.17 to .45). The low correlation indicates that the SCAAP performance tasks provide student achievement information not revealed by compulsory statewide assessments. Further examination of SCAAP data has shown a moderately low correlation between SCAAP performance tasks and poverty index (.40), suggesting that students' socio economic status is not a strong indicator of academic achievement in the arts. SCAAP researchers have also examined the validity and reliability of the SCAAP assessments and have shown that educators and administrators can use their schools results to make data-driven, school-level decisions.

#### Dissemination

Information regarding the SCAAP assessments themselves and research conducted using SCAAP data has been presented at conferences such as American Education Research Association (AERA) Annual Meetings, Music Educators National Conference (MENC), American Evaluation Association (AEA), and Symp

**In the prior fiscal year and using the most recent data available, what were the direct products and services (outputs) delivered by this program? (Examples of program outputs would be: number of teachers attending professional development seminars, number of AP exams given and students taking AP classes, number of students served in the program, etc.)(MAX: 5000 characters)**

The objective of the South Carolina Arts Assessment Program (SCAAP) is to allow educators and school districts to assess students' arts achievement based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. Each test includes multiple-choice items and performance tasks.

All professional development summer arts institutes are required to include an evaluation component. A synthesis of the participant evaluations is shared with the program facilitator. The continuation and addition of professional development opportunities are based on these evaluations.

The number of Arts Curricular Grants has doubled in the past two years with 92 in 2007-08, 72 in 2006-07, and 45 awarded in 2005-06.

**What are the outcomes or results of this program? (Program outcomes can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available. Examples of outcomes would be: results of surveys, test data, increase in minority participation, reduction in achievement gaps, teacher loans awarded, textbooks purchased, etc.)(MAX: 5000 characters)**

The Office of Program Evaluation at the University of South Carolina College of Education prepares a comprehensive analysis of fourth grade SCAAP test results as well as entry-level dance and theatre pilot test.

The objectives of the program have been determined as indicators of an effective comprehensive and sequential arts program. All of these objectives are poised to grow standards-based arts program. This includes the development and implementation of appropriate curricula, instruction, and assessment based on the 2003 South Carolina Visual and Performing Arts Curriculum Standards. The grantee clearly describes how the applicant will continue the grant initiatives and institutionalize the arts after the end of the funding period.

Each Arts Curricular Grant proposal states the following: Needs Assessment, Goals and Objectives that match the Needs Assessment, Strategies and Action Steps that match the Goals and Objectives, and a summative and formative evaluation that gives the raters of the proposals clear indications of the planned evaluation. These steps help schools and districts organize their program and set benchmarks to gauge their successful implementation of their strategic arts plans.

## Program Evaluations

**What was the date of the last external or internal evaluation of this program?**

**Has an evaluation been conducted?**

Yes    No

**If an evaluation was conducted, what were the results and primary recommendations of the evaluation?  
(MAX: 2000 characters)**

Note: Each grant recipient is responsible for completing an evaluation of the program. The results are used to modify future requests for proposals. For example, in the past, the evaluations were very general. Now, however, the grantees are required to provide greater specificity in terms of results and outcomes - holding them more accountable.

**Can you provide a URL link, electronic version or hard copy of this evaluation to the Education Oversight Committee?**

Yes

No

**If no, why not?(MAX: 100 characters)**

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**The following questions do NOT apply to programs having a program code beginning with 01. (These are programs administered by or through the Department of Education. The Office of Finance at the Department of Education will provide answers to these questions.) If your program code begins with 01, please hit the NEXT button below. Once you advance to the next page, hit the SUBMIT button.**

Please mark the appropriate response:

**The total amount of EIA funds requested for this program for the next fiscal year will be:**

The same as appropriated in the current fiscal year's appropriation

An increase over the current fiscal year's appropriation

A decrease over the current fiscal year's appropriation

**If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?**

**If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objectives of the program as answered in question 7?(MAX: 3500 characters)**

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**Please fill in the attached charts to reflect the budget for this program in the prior fiscal year and the budget for this program in the current fiscal year.**

Funding Source	Prior FY Actual	Current FY Estimated
EIA		
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
<b>TOTAL</b>		

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service		
Contractual Services		
Supplies and Materials		
Fixed Charges		
Travel		
Equipment		
Employer Contributions		
Allocations to Districts/Schools/Agencies/Entities		
Other: Please explain		
Balance Remaining		
<b>TOTAL</b>		
<b>#FTES</b>		

Data entry complete for this year.

**Will additional information (eg. charts, tables, graphs, etc.) be submitted under separate cover to EOC for this program? If so, submit to Melanie Barton at [mbarton@eoc.sc.gov](mailto:mbarton@eoc.sc.gov). The program number should be cited in the subject of the e-mail.**

Yes      No